RICE HUMANITIES
Center for Languages and Intercultural Communication

Second Year Spanish I
SPAN 263 - Spring 2020

Section 3: MWF 11:00-11:50 am / Classroom: Rayzor 113

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Office hours: By appointment
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*****Prerequisite: Span 142 OR placement in 263 by the Spanish Placement Test OR equivalent transfer credit*****

STUDY ABROAD

For students considering study abroad, there are two CLIC summer study abroad programs, Rice in Costa Rica and Rice in Spain. Pre-requirement for Rice in Costa Rica is SPAN 142 and for Rice in Spain is SPAN 321.
Courses offered abroad:

Rice in Costa Rica (SPAN 263 and 264)
Rice in Spain (SPAN 322 and 324 - Medical)

Students should plan ahead in order to apply. Please, check important information in our website or share your interest and questions with your instructor: https://clic.rice.edu/study-abroad

TEXTBOOK:

Protagonistas, 2nd ed. Vista Higher Learning ISBN 978-1-68004-989-3.[1]

- At the bookstore: ISBN: 9781680049893
- Online through publisher: https://vistahigherlearning.com/school/rice

You can find a user guide about how to set up an account and register for the class at https://support.vhlcentral.com/hc/en-us/categories/201891218-Student

[1] Other materials such as authentic language data samples in written and audio/visual form will be made available in class and through CANVAS.

Course Description

Span 263 is a 3-hour credit course designed to expand and refine the fundamentals of Spanish in the four skills; speaking, listening, reading, and writing. It is the third course in the Spanish language sequence where, through a student-centered approach to language analysis and language acquisition. Students a) expand on their existing body of language; b) begin to work with more complex linguistic structures of Spanish; c) continue to develop and refine interactional competence; d) expand on the socio-cultural concepts and values of the Spanish-speaking word; and e) continue to develop a pragmatic knowledge of Spanish.

NOTE: The acquisition and mastering of effective communicational/interactional skills in an L2 constitute a complex task; it implies knowledge of the social and cultural values of the target language and the ability to produce speech acts (actions) that are appropriate for specific situations. In order to achieve these skills, students in this course will a) analyze specific speech acts and common conversational practices to become aware of the different ways in which speakers of Spanish conceive each other; b) develop their critical understanding of the sociolinguistic and sociocultural aspects of language use; and c) understand how through language and language use speakers construct their identity and work collaboratively with others to co-construct meaning.

LEARNING ENVIRONMENT: Our learning environment is based on the following principles:

- **Collaborative learning:** A supportive and caring environment that fosters a sense of community. We teach and learn from each other.
- **Ownership of Learning:** You reflect on your own learning, class participation, and preparation.
- **Inclusion, and cultural appreciation**: If there are topics that are controversial, and/or beyond your comfort zone, you are encouraged to engage with your peers and instructor respectfully, courteously, and with dignity. This will enrich your cultural learning experience.

Course Objectives

1. Intermediate knowledge of grammar structures and acquisition of vocabulary related to the travel, personal relationships, technology, economy, and world events.
2. Intermediate knowledge as it relates to the development of communicative and interactional abilities in Spanish.
3. Acquisition of skills relating to the development of analytical competence (analysis of language, critical thinking, etc.).
4. Development of sociocultural/intercultural awareness.

Course Outcomes

By the end of the semester, students should be able to do the following:

Listening

- Understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.

Reading

- Understand factual texts on subjects related to their interests that consist mainly of high frequency every day or job-related language.
- Recognize significant points in straightforward newspaper articles on familiar subjects and can understand the description of events, feelings and wishes.

Speaking (interaction)

- Exploit a range of simple language to deal with most situations likely to arise whilst travelling.
- Enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, work, travel and current events).

Speaking (production)

- Describe experiences and events, desires, recommendations and can briefly give reasons and explanations for opinions and plans.

Writing

- Write simple texts on topics which are familiar or of personal interest by linking a series of shorter discrete elements into a linear sequence.
- Write personal letters describing events, experiences and impressions.

Intercultural Learning

- Compare and contrast their own culture through the analysis of the different Spanish-speaking cultures.
- Apply knowledge and critical thinking to proposed cultural issues and use diverse frames of reference to address problems.
- Communicate and connect with people in other communities and in various environments with cultural appropriateness.
- Develop an informed critical awareness and understanding of cultural differences, similarities and ambiguities in relation to the Spanish-speaking world.

Interactional Learning

- Demonstrate active listening with a wide variety of reactions in multiple settings.
- Participate and continue a conversation by expanding on topics and asking substantive follow-up questions.
- Use a variety of appropriate greetings and farewells that vary by social context.
- Identify moments of miscommunication and apply strategies to resolve problems in a conversation by asking for help from other speakers and offering help to other speakers as well.

Class Guidelines

Participation: In this class, each one of you will be treated as an adult who made a choice to learn a language. As such, you will not be monitored or graded with regards to your behavior in class (aka Participation Grade) nor attendance. However, you should keep in mind that languages are learned in action – in class - so you will benefit from being an active participant. A collaborative effort is expected to ensure an engaging and effective class experience and a successful semester.

Punctuality is required. Constant late arrival, early departure and/or frequently exiting the class will negatively affect your performance.

If you miss a class, it is *your* responsibility to catch up with what was covered in class that day, and should contact a **classmate** not the instructor.

NOTE: Any behavior considered disruptive or that does not contribute positively to the learning environment of the classroom will be sanctioned as stated in the Student Code of Conduct. Violations of the Code of Conduct will not be tolerated. http://www.students.rice.edu/students/Conduct.asp

Make -ups: Class Calendar will be made available the first day of class in Canvas. If you know in advance that you will not be able to take an exam, you must make arrangements with your instructor **prior** to the missed exam to take it. If you have an unforeseen emergency on the day of the exam, you must contact the instructor BEFORE you miss the scheduled time for the exam to make other arrangements. Make-ups will **only** be allowed if you contact the instructor (e-mail or in person) ahead of time.

Grade Distribution

SPEAKING & LISTENING	**50%**
INTERACTIONAL	
Oral Exams (2)	20%
Conversations with Advanced/Native Speaker (6)	20%
PRESENTATIONAL	10%
Cultural Event Presentation	

WRITING, READING, & LISTENING	50%
Homework (Supersite, worksheets, etc.) Compositions (3) Quizzes (4) Exams (2)	10% 10% 10% 20%
TOTAL	**100%**

There is no final exam for this class.

The final grade will be calculated using the following distribution:

A+	99-100	B+	88-89	C+	78-79	D+	68-69
A	94-98	B	84-87	C	74-77	D	64-67
A-	90-93	B-	80-83	C-	70-73	D-	60-63

An average less than a 60 constitutes an F. Grades will not be round up at the end of the semester.

ASSIGNMENTS: Assignment information will be posted in CANVAS and VHL Supersite, so it is important to check them on a daily basis.

Writing assessment: The activities to assess your writing abilities will be structured as follows:

1. **Homework:** Homework in Spanish 263 will take many forms. The most important, which is not necessarily "assigned" but should be done daily, is studying (for example preparing the vocabulary before the start of each unit). This can be done according to each student's needs and habits, but it is necessary to create a good foundation starting on the first day of the semester. Homework will also include **VHL WebSAM On-line (SAM).** Students should follow the calendar to reinforce work done in class. All assigned exercises will be reviewed at the end of each unit. To complete each homework simply log on to the textbook's website: www.vhlcentral.com

The activities assigned represent extensive practice that will assist students to internalize the language. **Homework will need to be completed by the dates that appear in the VHL Supersite**. Late homework is accepted with a 5% reduction for each day it is late. Submissions after 9 days from the due date will result in zeros. As with any website, you might experience technical issues. Make sure you **report these issues to the VHL Technical Support not the instructor**. You can submit your request at https://support.vhlcentral.com/hc/en-us/requests/new

2. **Compositions:** There will be **3 compositions** that will formally assess your written communication abilities in Spanish. 2 will be done outside of class and the other one will be done in class.

3. **Quizzes and Exams:** These will test your acquired knowledge of the material and competences covered in class such as reading, writing, and listening, cultural awareness and language analysis. Quizzes will be taken in class, will last about 15 minutes, and will focus on one chapter at a time. Exams will last approximately 50 minutes. There will be:
   - **4 quizzes**: After lessons 11, 12, 13, 14.
   - **2 Exams**: Exam 1(lessons 11 and 12), exam 2 (lessons 13 and 14).
   - **There is not final exam.**

Oral Assessments: The activities to assess your oral abilities will be structured as follows:

1. **Oral Exams (Role-plays):** There will be **two oral exams** to be completed **in pairs**. This will last about 7-10 minutes and will be completed in class. The goal is for students to demonstrate their ability to establish a conversation or role play exercise in an "impromptu" situation using the grammar, vocabulary and conversation strategies covered during the semester. This activity should be an exercise in real communication in that it will involve their expression, interpretation, and negotiation of meaning-bearing information with a peer or the instructor.

2. **Conversations:** Students will engage in **6 conversation assignments** with advanced and/or native speakers. Conversations should last between 7 and 10 minutes. Guidelines:

   - You are expected to engage in a short conversation with a native speaker or a Language Consultants (LC) and will be given a completion grade upon signing the sign-in sheet and having the LC sign as well. These sessions will help your speaking abilities. It is your responsibility to check their calendar. You will visit them at least 3 times during the semester.
   - From de 6 conversations, 3 should be conducted with Language Consultants (See Language Consultants' calendar).
   - **You will turn in a self-assessment sheet** where you analyze the conversation and indicate specific conversational features/practices/strategies that made the interaction a successful one.
   - **The first and last conversations must be filmed** and submitted through CANVAS.

LANGUAGE CONSULTANTS: CLIC offers language consultants free of charge to all language students. SPAN 263 students are encouraged to use this resource as often as possible either to consult about assignments, to review material and ask questions, or simply for conversation practice. Schedule

of hours available in the CLIC lab website. You can meet the language consultants at Rayzor Hall, room 116.

https://calendar.google.com/calendar/embed?src=rice.edu_4c0743mak0abhj1des9gd17sl0%40group.calendar.google.com&ctz=America%2FChicago.

3. **Cultural Event Video Presentation**. There will be a cultural event presentation to be completed **in pairs.** To enhance your knowledge of Spanish Culture and to link that knowledge of Spanish Language to the Spanish speaking community in Houston you will choose to attend one Hispanic related cultural event. You will then create a video describing and evaluating your experience. More detailed instructions will be provided later in the semester. Information about cultural events in the Houston area will be available on Canvas. Further instructions and suggestions will be available on Canvas. **Your event must be pre-approved by the professor.**

POLICIES

LATE WORK POLICY

- **Supersite VHL Homework** will automatically get 5% deducted for each day late
- **Compositions** will automatically get 10 pts or 10% deducted for each day late. If the assignment is turned in on the right day but at a later time than assigned, 10 pts will be deducted.
- **Conversations** (recordings and additional documents) will automatically get 10 pts or 10% deducted for each day late. If the assignment is turned in on the right day but at a later time than assigned, 10 pts will be deducted.
- **Cultural Event Video** will automatically get 10 pts or 10% deducted for each day late. If the assignment is turned in on the right day but at a later time than assigned, 10 pts will be deducted.

FINAL GRADE POLICY

Grades are posted on Canvas throughout the semester. Keep your returned graded materials for your records. Once the semester is over, **there is no further assignment or meeting intended to boost or change the grade**. Follow you grades and performance during the semester and verify your Canvas before the last week of class.

HONOR CODE

All work is bound by the Honor Code. Students may consult with classmates, friends, the instructor and/or tutor for projects, homework and most assignments. Use a dictionary or textbook is encouraged in everything except quizzes and unit exams. Students may not copy someone else's work, information on the Internet, or have someone else write their homework for them. All sources in written work and presentations must be properly acknowledged. All tests and quizzes in SPAN 263 are under the Honor Code and must be each student's own work. The provisions of the Honor Code will be strictly enforced.

Disability Support Services: Any student with a documented disability seeking academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All such discussions will remain as confidential as possible. Students with disabilities will need to also contact Disability Support Services in the Allen Center.

Mental Health[2]: Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with academic performance. The source of symptoms might be related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance.

Rice University provides cost-free mental health services through the Wellbeing and Counselling Center (https://wellbeing.rice.edu/rice-counseling-center) to help you manage personal challenges that threaten your personal or academic well-being.

In the event I suspect you need additional support, expect that I will express to you my concerns. It is not my intent to know the details of what might be troubling you, but simply to let you know I am concerned and that help, if needed, is available.

Remember, getting help is a smart and courageous thing to do – for yourself and for your loved ones.

CAMPUS RESOURCES

If you experience difficulties in this course, do not hesitate to consult with the instructor. There are also other resources that can support you in your efforts to meet course requirements and overall a healthy and productive semester. If I suspect you need additional support, expect that I will express to you my concerns. It is not my intent to know the details of what might be troubling you, but simply to let you know I am concerned and that help, if needed, is available.

Wellbeing and Counseling Center: Supports student development and success by providing a good first point of contact for students who want to talk to someone about solutions to their wellbeing and mental health concerns.

Center for Career Development: Offers programs, services and resources to guide you in pursuing your career goals. We equip you with the skills and confidence needed to discover your interests and navigate your career journey from college to graduation, and throughout your life.

Language Consultants: The Rice CLIC offers language consultants free of charge to all language students. You can use this resource as you see fit but keep in the mind the Honor Code limitations.

Spanish Table: The Rice CLIC offers weekly Spanish tables at the residential colleges for students to practice their conversational skills. All levels are welcome. The schedule is available at the Language Table website. Schedule of hours available in the CLIClab website.

[2] As recommended by the Wellbeing Committee of the Student Association at Rice University Policies.

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Emergency Phone Number: In case of an on-campus emergency call Rice Police: 713-348-6000